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ABSTRACT

This document clarifies the credentials necessary for people who wish to work in various capacities with young children, focusing on the required early childhood teacher certification and/or licensure for programs under the responsibility of the Ohio Department of Education. The document covers the following areas: selected questions on teacher licensure for early childhood professionals; description of selected teacher licenses for teaching young children under the new teacher education and licensure standards; early childhood credentials earned from an approved teacher education program entered before September 1, 1998 and completed before September 1, 2002; early childhood credentials earned from an approved teacher education program entered after September 1, 1998; licensure requirements for early childhood education programs; early childhood programs in which an individual with a license issued under Teacher Education and Licensure Standards Chapter 3301-24 can teach; and an information sheet on the transition from certification to licensure. Related resources are provided. Appendix A discusses the National Association for the Education of Young Children and the Council for Exceptional Children/Division for Early Childhood standards. Appendix B discusses early childhood teams. (SM)

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State of Ohio

Ohio Department of Education
Columbus, Ohio

GUIDANCE ON EARLY CHILDHOOD EDUCATION TEACHER EDUCATION AND LICENSURE STANDARDS

early childhood education

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Exciting times are upon us as educators of children in the state of Ohio. The new Teacher Education and Licensure Standards, effective January 1, 1998, reflect the creation of a new system of teacher licensure. The system emphasizes the knowledge and skills needed to assist children in meeting the standards necessary in today's society.

Three key elements in teacher licensure have the potential to strengthen our teaching program and consequently impact expectations, standards, and continuity of services for children, ages three through eight. The development of a coordinated teacher education program, a unified approach to working with children, preschool through grade three, and a performance based teacher preparation program pave the way for changes in teacher preparation.

First, colleges and universities have redesigned their teacher preservice program around the National Association for the Education of Young Children (NAEYC) and the Council for Exceptional Children, Division for Early Childhood (CEC/DEC) teacher and learner guidelines. This relationship begins to unite special education and early childhood education teachers and administrators, so together, they can examine what is in the best interest of all children in inclusive educational settings.

Second, the Early Childhood License will prepare teachers within a common philosophical framework. Through a unified preschool through grade three teacher education program, educators can begin to address the importance of continuity of practices and services during these important primary years.

Finally, the new standards insure that only those teachers who can perform the work will do the work, emphasizing performance from the time a teacher enters the classroom throughout his or her career.

The foundation has been laid for the preparation of high quality early childhood professionals. It is now our challenge throughout the state of Ohio to work together as early childhood professionals, along with families, to help **all** children reach their learning potential. We in the Division of Early Childhood believe that the "Early Childhood Intervention Specialist" license will bring together partnerships of learning for all children.

Transformation of any system is challenging and the interim transition period can be confusing. This booklet is designed to be of assistance in the understanding of the new standards for current practitioners, as well as the impact on new preservice teachers.

This publication was developed with the help of the Division of Professional Development and Teacher Licensure and the Division of Special Education. I want to thank all of those in the field who participated in the teacher education redesign process. Without the help of many committed individuals, this work could not have been accomplished. The Division of Early Childhood Education looks forward to the continuation of this new collaboration as we work on behalf of all of Ohio's children and families.

Jane M. Wiechel

Jane Wiechel, Director
Ohio Department of Education
Division of Early Childhood

INTRODUCTION

Young children and their families in Ohio may receive a variety of educational, child care and social services; however the needs of these families cross those traditional boundaries. Each program that serves young children is established and operated according to the rules that govern that program. The specific titles for the individuals who serve the children, the maximum adult/child ratios and minimum program requirements are outlined in the rules that govern each program.

This document clarifies the credentials necessary for persons who wish to work in various capacities, with a focus on the required early childhood teacher certification and/or licensure for programs under the responsibility of the Ohio Department of Education (ODE). This document addresses credentialing issues, not issues of funding that may have additional requirements for specific positions.

Under teacher certification, a separate certificate was needed to teach preschool, kindergarten and primary age children. Under Teacher Education and Licensure Standards, effective January 1, 1998, an individual seeking an Early Childhood License or an Early Childhood Intervention Specialist License will be authorized to teach preschool, kindergarten and primary age children.

Current certificate holders and individuals who entered an approved teacher certification program before September 1, 1998 and complete said program and earn a certificate before September 1, 2002 will retain the same teaching fields which they earned or held under certification when they transition to a five-year professional license. Certificate holders will transition to a five-year professional license unless a permanent certificate is held or earned prior to September 1, 2003. The five-year professional license will authorize the holder to teach the same levels, grades, and subjects as the holder was authorized to teach with the certificate. For example, an individual with a Prekindergarten and Early Education of the Handicapped validation will transition to a five-year professional license limited to Prekindergarten and Early Education of the Handicapped. The only difference will be that the document will say Five-Year Professional License instead of Certificate.

Individuals who complete an approved Teacher Education Program entered after September 1, 1998 will be eligible for a license established under the new Teacher Education and Licensure Standards, Chapter 3301-24 of the Ohio Administrative Code.

The information in this document will be helpful to students at the preservice level, to current ODE certificate holders, and to those responsible for planning, hiring, supervising and training personnel. It will also serve as a companion piece to the Ohio Department of Education Teacher Education and Licensure Standards, Chapter 3301-24 of the Administrative Code and other applicable statues.

The reader is directed to the Ohio Department of Education publication Teacher Education and Licensure Standards, Chapter 3301-24 of the Administrative Code for additional information about Entry Year, Professional Development Committees and other issues which impact all education personnel.

The reader is directed to Ohio's Model Policies and Procedures and the Tour Book for specific questions related to special education and services to individual children with an Individual Educational Plan (IEP).

TEACHER LICENSURE FOR EARLY CHILDHOOD PROFESSIONALS: SELECTED QUESTIONS

The following list includes several of the questions that have been raised by early childhood professionals which are answered within this document. The reader is directed to the pages on which the answers can be found.

1. I want to work with young children, what credentials will I need? ..... pages 8-13

2. I am responsible for hiring teachers. What credentials will the candidate need to have? ..... pages 6-13

3. If I have an Early Childhood Intervention Specialist License, to whom might I be delivering services? ..... page 15

4. What is the difference between an Early Childhood Intervention Specialist License and an Early Childhood License? ..... page 5

5. What is the difference between an Early Childhood Intervention Specialist License and an Intervention Specialist License? ..... page 5

6. Persons certificated under prior standards will maintain their subject areas and grade levels under the Five Year Professional License. Does this mean that if I have a Prekindergarten Certificate that I will receive an Early Childhood License, but can only use it to teach children ages 3-5? ..... page 6

7. Some school-age children have been identified through the evaluation process as children with specific learning disabilities or children with developmental disabilities. What licensure should the special education teacher hold? ..... page 13

8. Must an individual who is responsible for providing IEP instructional services be licensed by the Ohio Department of Education? ..... pages 10 & 13

9. Can a person with an Early Childhood Intervention Specialist License be employed to teach a regular education classroom? ..... page 15

EARLY CHILDHOOD PROGRAMS

Each program that serves young children is established and operated according to the rules that govern that program. In order to determine the exact titles of the individuals who serve the children and the adult/child ratios, and the minimum program requirements, the reader is directed to the rules that govern each program.

EARLY CHILDHOOD PROGRAMS	WHO ARE THE CHILDREN SERVED	WHO ARE THE ADULTS SERVING THE CHILDREN	WHO ESTABLISHES THE MINIMUM CREDENTIALS
1. Public Preschool	Ages 3 and 4	Director and/or preschool staff member(s)	Ohio Department of Education
2. Title I Preschool	Ages 3 and 4 who meet the state/local definition of at-risk.	Director and/or preschool staff member(s)	Ohio Department of Education
3. Head Start	Ages 3 and 4 (Ohio House Bill 215 allows enrollment of children up to compulsory school age)	Director and/or preschool staff member(s)	U.S. Office of Human Development Services, Department of Health and Human Services: Head Start Act section 648
4. Chartered Non Public Child Care and/or Preschool	Ages served determined by the program license issued to each individual center	Director and/or preschool staff member (s)	Ohio Department of Education or Ohio Department of Human Services
5. Licensed Private/Community Preschool and/or Child Care	Ages served determined by the program license issued to each individual center	Director and/or preschool staff member(s)	Ohio Department of Education or Ohio Department of Human Services
6. Joint Vocational School Child Care	Ages served determined by the program license issued to each individual center	Director and/or preschool staff member(s)	Ohio Department of Education or Ohio Department of Human Services
7. Licensed Home Child Care (Type B)	Ages served determined by the home care provider	Care provider	Ohio Department of Human Services
8. School-Age Care (SACC)	Ages 5-15	Director and/or preschool staff member(s)	Ohio Department of Education or Department of Human Services

EARLY CHILDHOOD PROGRAMS	WHO ARE THE CHILDREN SERVED	WHO ARE THE ADULTS SERVING THE CHILDREN	WHO ESTABLISHES THE MINIMUM CREDENTIALS
9. Kindergarten public school or chartered nonpublic	Age 5, as of September 30th, and age 6	Administrator, teacher	Ohio Department of Education
10. Non-chartered nontax supported schools or Day Care which qualifies as the kindergarten experience	Ages 5 and 6	Administrator, teacher	Ohio Department of Human Services
11. Grades 1-3 public school or chartered nonpublic	Ages 6-8 or Grades 1-3 who have had a kindergarten experience	Administrator, teacher	Ohio Department of Education
12. Grades 1-3 non-chartered nontax supported schools	Ages 6-8 or Grades 1-3 who have had a kindergarten experience	Administrator, teacher	Ohio Department of Education
13. English as a Second Language (ESL)	Ages 3-21 with limited English proficiency	Administrator, teacher	Ohio Department of Education
14. Special Education	Ages 3-21 with disabilities	Administrator, teacher and/or Related Service Personnel as determined by the IEP	Ohio Department of Education
15. Early Intervention Programs operated by County Boards of MR/DD	Eligible children under the age of 3	Early Intervention Specialist	Ohio Department of MR/DD

Only those programs which will require an Ohio Department of Education license under Teacher Education & Licensure Standards are detailed in the remainder of the document. There are programs, such as Head Start, that receive funding from the Ohio Department of Education; however, minimum credentials for staff are not established by the Ohio Department of Education. Those wishing to serve children in a program in which the minimum requirement are not established by the Ohio Department of Education should contact the agency which establishes/issues the required credentials.

In addition to Early Intervention Programs operated by County Boards of MR/DD there are several other programs which offer services to children under the age of three such as Early Start, Early Head Start, Easter Seals, etc. The credentials required by each of these programs vary according to grant requirements, funding sources and/or fiscal agents.

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DESCRIPTION OF SELECTED TEACHER LICENSES FOR TEACHING YOUNG CHILDREN UNDER THE NEW TEACHER EDUCATION AND LICENSURE STANDARDS

Early Childhood License, valid for teaching children who are typically developing, at-risk, gifted, and who have mild/moderate educational needs. Licenses shall be issued for ages three though eight and prekindergarten though grade three.

Early Childhood Intervention Specialist License, valid for teaching learners with mild/moderate/intensive educational needs from ages three through eight and prekindergarten through grade three, and for providing service coordination.

Intervention Specialist License, valid for teaching learners in the areas designated below. Licenses shall be issued in the following areas:

(a) Gifted, valid for teaching learners ages five through twenty-one and kindergarten through grade twelve;

(b) Mild/moderate educational needs, valid for teaching learners ages five through twenty-one and kindergarten through grade twelve;

(c) Moderate/ intensive educational needs, valid for teaching learners ages five through twenty-one and kindergarten through grade twelve;

(d) Visually impaired, valid for teaching learners ages three through twenty-one and prekindergarten through grade twelve;

(e) Hearing impaired, valid for teaching learners ages three through twenty-one and prekindergarten through grade twelve.

EARLY CHILDHOOD CREDENTIALS EARNED FROM AN APPROVED TEACHER EDUCATION PROGRAM ENTERED BEFORE SEPTEMBER 1, 1998 AND COMPLETED BEFORE SEPTEMBER 1, 2002

Note: This chart DOES NOT reflect the ability levels of the students served, ONLY the age and/or grade level of the students served. Example: The holder of an EEH Validation CANNOT be employed to teach a regular Kindergarten class; however, the holder of an EEH Validation CAN serve preschool-age-children with disabilities who are in Kindergarten.

CREDENTIAL	Birth To Age 3	Ages 3 - 5 not Kindergarten	Kindergarten	Ages 6-8 Grades 1, 2, & 3	Grades 4-6	Grades 7 & 8	Grade 9	Grades 10-12
Prekindergarten Associate		✓						
Prekindergarten		✓						
Education of the Handicapped (EEH) Validation		✓	✓					
Kindergarten-Primary		✓ With four courses in child development/ early education	✓	✓				
Kindergarten-Elementary		✓ With four courses in child development/ early education	✓	✓	✓	✓		
Elementary				✓	✓	✓		
Education of the Handicapped LD,SBH,DH, HI, VI,MH, OH			✓	✓	✓	✓	✓	✓

Individuals who hold either a Provisional or Professional Certificate, and who are not able to convert to a permanent certificate, will be required to convert said certificate to a Professional License valid for five years in accordance with the timelines established by Teacher Education and Licensure Standards. The Professional License will maintain the same teaching categories and authorize the holder to teach the same levels, grades, subjects, as the holder was authorized to teach with a certificate. The only difference will be that the document will say Professional License instead of Certificate.

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EARLY CHILDHOOD CREDENTIALS EARNED FROM AN APPROVED TEACHER EDUCATION PROGRAM ENTERED AFTER SEPTEMBER 1, 1998

Note: This chart DOES NOT reflect the ability levels of the students served, ONLY the age and/or grade level of the students served. Example: The holder of an Early Childhood Intervention Specialist License CANNOT be employed to teach a regular Kindergarten class, however, the holder of an Early Childhood Intervention Specialist License CAN serve Kindergarten-age children with mild/moderate/intensive needs.

CREDENTIAL	Birth To Age 3	Ages 3 - 5 not Kindergarten	Kindergarten	Ages 6-8 Grades 1, 2, & 3	Grades 4-6	Grades 7 & 8	Grade -	Grades 10-12
Early Childhood		✓	✓	✓				
Early Childhood Intervention Specialist		✓	✓	✓				
Middle Childhood					✓	✓	✓	
Adolescent/ Young Adult						✓	✓	✓
Multiage (Curricular Areas)		✓	✓	✓	✓	✓	✓	✓
Intervention Specialist Mild/Moderate Moderate/Intensive Gifted			✓	✓	✓	✓	✓	✓
Intervention Specialist Hearing Vision		✓	✓	✓	✓	✓	✓	✓

LICENSURE REQUIREMENTS FOR EARLY CHILDHOOD PROGRAMS

PLEASE NOTE: Current certificate holders must convert to a Professional License according to the timelines outlined on page 16, UNLESS the current certificate holder converts to a permanent certificate before September 1, 2003, OR the current certificate holder retires before said holder is required to convert.

		CREDENTIALS EARNED FROM AN APPROVED TEACHER EDUCATION PROGRAM ENTERED BEFORE SEPTEMBER 1, 1998 and COMPLETED BEFORE SEPTEMBER 1, 2002	**CREDENTIALS EARNED FROM AN APPROVED TEACHER EDUCATION PROGRAM ENTERED AFTER SEPTEMBER 1, 1998**
PROGRAM:	**Early Childhood Programs**	Director Requirement Prekindergarten License, **or** Kindergarten-Primary, **or** Elementary Principal License	Director Requirement Early Childhood License 3301-24-05 (C) (1) **or** Principal License 3301-24-05 (F) (1) (a)
TYPE:	**Operated through Public Schools**	•A teacher who meets the above mentioned requirement may serve as the director	•A teacher who meets the above mentioned requirement may serve as the director
EXAMPLES:	**Title I, JVS preschool and public school preschool**	Teacher Requirement Each class/group of preschool children enrolled in a Preschool Program, which operates a minimum of three hours per day, shall have assigned a teacher and that teacher shall have one of the following: Prekindergarten Associate License, **or** Prekindergarten License, **or** Kindergarten-Primary with 4 courses in child development/ early childhood education **or** A bachelor's degree in child development or early childhood education earned from an accredited college or university with a minimum of thirty quarter or twenty semester hours in child development/preschool program planning & methods including a supervised practicum with preschool children.	Teacher Requirement Each class/group of preschool children enrolled in a Preschool Program, which operates a minimum of three hours per day, shall have assigned a teacher and that teacher shall have one of the following: Prekindergarten Associate License 3301-24-05 (G) (1) (a) **or** Early Childhood License 3301-24-05 (C) (1) **or** A bachelor's degree in child development or early childhood education earned from an accredited college or university with a minimum of thirty quarter or twenty semester hours in child development/preschool program planning and methods including a supervised practicum with preschool children.

		CREDENTIALS EARNED FROM AN APPROVED TEACHER EDUCATION PROGRAM ENTERED BEFORE SEPTEMBER 1, 1998 and COMPLETED BEFORE SEPTEMBER 1, 2002	CREDENTIALS EARNED FROM AN APPROVED TEACHER EDUCATION PROGRAM ENTERED AFTER SEPTEMBER 1, 1998
PROGRAM:	**Early Childhood Programs**	Director Requirement	Director Requirement
TYPE:	**Operated through Chartered Nonpublic Schools**	Prekindergarten License, **or** Kindergarten-Primary, **or** Elementary Principal License A director employed to direct a program operated by an eligible, nontax-supported, nonpublic school shall be considered to meet the requirement of this rule if s/he holds a valid teaching license issued in accordance with section 3301.071 of the Revised Code. •A teacher who meets the above mentioned requirement may serve as the director	Early Childhood License 3301-24-05 (C) (1) **or** Principal License 3301-24-05 (F) (1) (a) A director employed to direct a program operated by an eligible, nontax-supported, nonpublic school shall be considered to meet the requirement of this rule if s/he holds a valid teaching license issued in accordance with section 3301.071 of the Revised Code. •A teacher who meets the above mentioned requirement may serve as the director
		Teacher Requirement A teacher shall be at least 18 years of age and have a high school diploma or certification of high school equivalency issued by the state board of education. This teacher must also meet the requirements related to medical examination, inservice and background investigation as cited in 3301-37-03 of the Administrative Code.	Teacher Requirement A teacher shall be at least 18 years of age and have a high school diploma or certification of high school equivalency issued by the state board of education. This teacher must also meet the requirements related to medical examination inservice and background investigation as cited in 3301-37-03 of the Administrative Code.

		CREDENTIALS EARNED FROM AN APPROVED TEACHER,EDUCATION PROGRAM ENTERED BEFORE SEPTEMBER 1, 1998 and COMPLETED BEFORE SEPTEMBER 1, 2002	CREDENTIALS EARNED FROM AN APPROVED TEACHER EDUCATION PROGRAM ENTERED AFTER SEPTEMBER 1, 1998
PROGRAM:	**Preschool Special Education**	Director Requirement	Director Requirement
Programs		(centerbased program only) Prekindergarten License, **or** Kindergarten-Primary License, **or** Elementary Principal License	(centerbased program only) Early Childhood License 3301-24-05 (C)(1)
TYPE:	**Operated through Public Schools or County Boards of MR/DD**		Principal License 3301-24-05 (F) (1) (a)
		•A teacher who meets the above mentioned requirement may serve as the director	•A teacher who meets the above mentioned requirement may serve as the director
EXAMPLES:	**Early Childhood Special Education, Part-time Early Childhood Special Education, Residential facility, Separate school, Itinerant services outside the home, Reverse mainstream, and/or the learner's home**	Teacher Requirement	Teacher Requirement
		Education of the Handicapped with validation in Early Education of the Handicapped (EEH), **or** Prekindergarten with validation in Early Education of the Handicapped (EEH)	Early Childhood Intervention Specialist License 3301-24-05 (C) (6)
			Intervention Specialist License 3301-24-05 (C) (5) (b) or (c) if the only children served are preschool children with disabilities who are at least 5 years of age
			Intervention Specialist License 3301-24-05 (C) (5) (d) if children served are visually impaired
			Intervention Specialist License 3301-24-05 (C) (5) (e) if children served are hearing impaired.

		CREDENTIALS EARNED FROM AN APPROVED TEACHER EDUCATION PROGRAM ENTERED BEFORE SEPTEMBER 1, 1998 and COMPLETED BEFORE SEPTEMBER 1, 2002	CREDENTIALS EARNED FROM AN APPROVED TEACHER EDUCATION PROGRAM ENTERED AFTER SEPTEMBER 1, 1998
PROGRAM:	**Kindergarten**	Director Requirement For administrator qualifications refer to 5101: 2-12-25, Ohio Department of Human Services, Licensing Rules	Director Requirement For administrator qualifications refer to 5101: 2-12-25, Ohio Department of Human Services, Licensing Rules
TYPE:	**Offered by a day-care provider licensed under Chapter 5104 of the Revised Code**	Teacher Requirement Kindergarten-Primary, **or** Kindergarten-Elementary, **or** Montessori License, **or** Nontax supported teaching License	Teacher Requirement Early Childhood License 3301-24-05, **or** Montessori Certificate, **or** Nontax supported teaching License
PROGRAM:	**Kindergarten**	Director Requirement A director employed to direct a program operated by an eligible, nontax-supported, nonpublic school shall be considered to meet the requirement of this rule if s/he holds a valid teaching license issued in accordance with section 3301.071 of the Revised Code.	Director Requirement A director employed to direct a program operated by an eligible, nontax-supported, nonpublic school shall be considered to meet the requirement of this rule if s/he holds a valid teaching license issued in accordance with section 3301.071 of the Revised Code.
TYPE:	**Chartered Non-Public Schools**	Teacher Requirement Kindergarten-Primary, **or** Kindergarten-Elementary, **or** Montessori License, **or** Nontax supported teaching License	Teacher Requirement Early Childhood License 3301-24-05, **or** Montessori Certificate, **or** Nontax supported teaching License
PROGRAM:	**Kindergarten**	Administrator Requirement Elementary Principal License	Administrator Requirement Principal license 3301-24-05 (F) (1) (a)
TYPE:	**Operated through Public Schools**	Teacher Requirement Kindergarten-Primary, **or** Kindergarten-Elementary	Teacher Requirement Early Childhood License 3301-24-05 (C) (1)

		CREDENTIALS EARNED FROM AN APPROVED TEACHER EDUCATION PROGRAM ENTERED BEFORE SEPTEMBER 1, 1998 and COMPLETED BEFORE SEPTEMBER 1, 2002	CREDENTIALS EARNED FROM AN APPROVED TEACHER EDUCATION PROGRAM ENTERED AFTER SEPTEMBER 1, 1998
PROGRAM:	**Primary grades one through three**	Administrator Requirement Elementary Principal License	Administrator Requirement Principal license 3301-24-05 (F) (1) (a)
TYPE:	**Operated through Public Schools**	Classroom Teacher Requirement Kindergarten-Primary, **or** Kindergarten-Elementary, **or** Elementary	Classroom Teacher Requirement Early Childhood License, 3301-24-05 (C) (1)
EXAMPLES:	**Grade-level classes, primary multi-age groupings**		
PROGRAM:	**Primary grades one through three**		
TYPE:	**Chartered Nonpublic School**	Administrator Requirement A director employed to direct a program operated by an eligible, nontax-supported, nonpublic school shall be considered to meet the requirement of this rule if s/he holds a valid teaching license issued in accordance with section 3301.071 of the Revised Code.	Administrator Requirement A director employed to direct a program operated by an eligible, nontax-supported, nonpublic school shall be considered to meet the requirement of this rule if s/he holds a valid teaching license issued in accordance with section 3301.071 of the Revised Code.
		Classroom Teacher Requirement Kindergarten-Primary, **or** Kindergarten-Elementary, **or** Elementary **or** Nontax supported teaching License	Classroom Teacher Requirement Early Childhood License 3301-24-05 (C) (1) **or** Nontax supported teaching certificate

		CREDENTIALS EARNED FROM AN APPROVED TEACHER EDUCATION PROGRAM ENTERED BEFORE SEPTEMBER 1, 1998 and COMPLETED BEFORE SEPTEMBER 1, 2002	CREDENTIALS EARNED FROM AN APPROVED TEACHER EDUCATION PROGRAM ENTERED AFTER SEPTEMBER 1, 1998
PROGRAM:	**Special Education Kindergarten through grade three**	Administrator Requirements Supervisor license **or** Elementary Principal License	Administrator Requirements Professional administrator license in one of the following areas: Principal license 3301-24-05 (F) (1) (a) **or** Administrative specialist license 3301-24-05 (F) (2)
TYPE:	**Operated through Public Schools or County Boards of MR/DD**		
EXAMPLES:	**Regular class, supplemental services; individual/ small group instruction; special class/learning center located in a public school building, a separate school in the school district, or a separate facility; and/or home instruction.**	Teacher Requirement Education of the Handicapped (K-12) license with teaching field(s): Developmentally Handicapped, Hearing Handicapped, Multihandicapped, Orthopedically Handicapped, Severe Behavior Handicapped, Specific Learning Disabled, **and/or** Visually Handicapped	Teacher Requirement Intervention specialist license with areas in mild/moderate educational needs, 3301-24-05 (C) (5) (b) or moderate/intensive educational needs, 3301-24-05 (C) (5) (C) or visually impaired, 3301-25-05 (C) (5) (d) or hearing impaired, 3301-24-05 (C) (5) (e) **or** early childhood intervention specialist license 3301-24-05 (C) (6)

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EARLY CHILDHOOD PROGRAMS IN WHICH AN INDIVIDUAL WITH A LICENSE ISSUED UNDER TEACHER EDUCATION AND LICENSURE STANDARDS CHAPTER 3301-24 CAN TEACH

Prekindergarten Associate License	Early Childhood License	Early Childhood Intervention Specialist License	Intervention Specialist Licenses
Public Preschool Title I Preschool JVS Preschool Head Start Chartered Nonpublic Preschool	Director and/or Teacher in Public Preschool Director and/or Teacher in Title I Preschool Director and/or Teacher in JVS Preschool Director and/or Teacher in Head Start Director and/or Teacher in Chartered Nonpublic Preschool Kindergarten Grade One Grade Two Grade Three Primary Multi-age Unit	Preschool Special Education: Itinerant Combination of Center-based and Itinerant Centerbased Primary Special Education Instruction may be provided in the: Regular class Special Class Special School Home Hospitals/Institutions Resource Room Other settings	Holder will be able to provide instruction in early childhood programs to children with the specified educational needs & age ranges. A different license is needed to teach each group of learners: Gifted ages 5 through 21 & kindergarten through grade 12 Learners with mild/moderate educational needs ages 5 through 21 & kindergarten through grade 12 Learners with moderate/intensive educational needs ages 5 through 21 & kindergarten through grade 12 Learners with visual impairments, ages 3 through 21 & prekindergarten through grade 12 Learners with hearing impairments, ages 3 through 21, & prekindergarten through grade 12

NOTE: Individuals with the abovementioned licenses may be eligible to teach in other programs not operated by public schools.

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INFORMATION SHEET

TRANSITION FROM CERTIFICATION TO LICENSURE

Key Dates	September 1, 1998	September 2, 2002	September 1, 2003	September 2, 2006
	Effective date of new standards	Last date 4-year provisional certificates will be issued or renewed	Last date permanent certificates will be issued	Last date 8-year professional certificates will be renewed

If you hold a provisional certificate prior to September 1, 1998, you can...	Renew once after September 1, 1998 under the current standards, until September 2, 2002.	Then change to the 5-year license when that certificate expires by meeting the new license renewal requirements.	Continue on a 5-year renewal cycle for the rest of your career.
	Upgrade to a professional 8-year certificate under the current standards until September 2, 2002.	Then change to the 5-year license when that certificate expires by meeting the new license renewal requirements.	Continue on a 5-year renewal cycle for the rest of your career.
If you hold a professional certificate prior to September 1, 1998, you can...	Renew once after September 1, 1998, under the current standards until September 2, 2006.	Then change to the 5-year license when that certificate expires by meeting the new license renewal requirements.*	Continue on a 5-year renewal cycle for the rest of your career.
	Upgrade to a permanent certificate under the current standards until September 1, 2003.	Then work under the permanent certificate for the rest of your career.	
If you hold a permanent certificate, you can...	Continue working under the permanent certificate the rest of your career.		

Note: The requirement of a master's degree or thirty semester hours shall pertain to any individual who is admitted to a licensure program at an approved college or university after July 1, 1998 and to any individual who is admitted to a licensure program prior to January 1, 1998, and who completes said program after July 1, 2002.

* For example, if an 8-year professional certificate is renewed in 2006, it will be valid until 2014, and then would be converted to a 5-year professional license.

RESOURCES

The implementation of Teacher Education and Licensure Standards has generated many questions which are outside the scope of this document. For more information, the reader is directed to the resources below.

Ohio Department of Education:

Division of Early Childhood Education. 614-466-0224
Division of Special Education 614-466-2650
Division of Professional Development and Licensure 614-752-9447
Division of Federal Assistance: Title 1 614-466-4661
English as a Second Language Office 614-466-4109

Ohio Department of Human Services.: Day Care Licensing Section 614-466-3822

Ohio Head Start Association, Inc. 937-435-1113

Local Colleges and Universities with approved Teacher Education Programs

Special Education Regional Resource Centers

Documents that may be useful:

Ohio's Model Policies and Procedures for Special Education:
. . . . . .each public school building, Superintendent's Office, SERRC
Ohio's IEP Tour Book . . . . . school districts, SERRC
Ohio Rules for the Education of Children with Handicaps (Blue Book) . . . . . .SERRC
Rules for Preschool Programs - Chapter 3301-37 . . . . . .SERRC
Rules for the Education of Preschool Children with Disabilities Served by Public Schools and
County Boards of Mental Retardation and Developmental Disabilities - Chapter 3301-31 . . . . .SERRC
Ohio Department of Education: Early Childhood Education State Certification Requirements
Jan. 20, 1998 Memo . . . . . .SERRC
Rules for Licensing Child Day Care Centers . . . . . .Resource and Referral Agency
Head Start Program Regulations & Program Guidance for Parts 1304 & 1308 . . . . . .Ohio Head Start
Teacher Education and Licensure Standards: 3301-24 . . . . . .
. . . . . .Division of Professional Development and Licensure
Establishing Local Professional Development Committees: A Summary of Senate Bill 230 . . . . . .
. . . . . .Division of Professional Development and Licensure
College and University Catalogs for course descriptions and Approved Teacher Education Programs

APPENDIX A

The National Association for the Education of Young Children (NAEYC) and the Council for Exceptional Children, Division for Early Childhood (CEC/DEC) have established a core of knowledge, performance and dispositions that are desired outcome of preparation programs for all early childhood professionals. Ohio has integrated NAEYC and CEC/DEC teacher preparation standards to achieve a single set of standards for early childhood professionals in Ohio. Although these guidelines are designed to guide teacher preparation programs, the same standards can be used by practicing early childhood professionals to self-assess their knowledge, performance and dispositions and guide their professional development.

Please note that some standards are designated EC and others IS. Those standards marked EC are specific to teachers who have primary responsibility for instruction of the general curriculum. Those standards marked IS are specific to teachers who have primary responsibility for providing specially designed instruction to individuals with disabilities. The standards with these specific designations are NOT intended to be mutually exclusive. The specific designations were only used when a comparable standard did not exist.

INTEGRATED NAEYC AND CEC/DEC STANDARDS

1.0 Child Development and Learning

1.1 Use knowledge of how all children develop and learn to provide opportunities in learning situations and family and community contexts, that support the physical, social, emotional, language, cognitive, and aesthetic development of all young children through age eight.

1.2 Use knowledge of how young child differ in their development & approaches to learning to support the development and learning of individual children

1.2.1 Demonstrate understanding of the pre-, peri-, and postnatal conditions that affect children's development and learning, including risk factors, developmental variations, and developmental patterns of specific disabilities.

1.2.2 Create and modify environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays and specific abilities.

IS Identify specific disabilities, including the etiology, characteristics, & classification of common disabilities in young children, & describe specific implications for development and learning in the first years of life. (CEC 1.3)

1.3 Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political con texts for development and learning and recognize that children are best understood in the contexts of family, culture and society.

1.3.1 Demonstrate understanding of the interrelationships among culture, language and thought and the function of the home language in the development of young children.

1.3.2 Affirm and respect culturally and linguistically diverse children, support home language preservations & promote anti-bias approaches through the creation of learning environments & experiences.

2.0 Curriculum Development and Implementation

2.1 Plan and implement developmentally and individually appropriate curriculum and instructional practices based on knowledge of individual children, the community, and curriculum goals and content.

EC * Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended

2.1.1 questioning, group discussion, problem solving, cooperative learning and inquiry experiences to help young children develop intellectual curiosity, solve problems and make decisions.

2.1.2 Use a variety of strategies to encourage children's physical, social, emotional, aesthetic and cognitive development.

EC Demonstrate current knowledge of and ability to develop and implement meaningful, integrated learning experiences, use the

2.1.3 central concepts and tools of inquiry in curriculum content areas including: Language and literacy, Mathematics, Science, Health, Safety, Nutrition, Social studies, Art, Music, Drama and Movement

2.1.4 Develop and implement an integrated curriculum that focuses on children's needs and interests and takes into account culturally valued content and children's home experiences.

2.1.5 Create, evaluate and select developmentally and functionally appropriate material, equipment and environments.

2.1.6 Plan, evaluate and demonstrate appropriate use of technology with young children including assistive technologies for children with disabilities.

EC Develop and evaluate topics of study in terms of conceptual soundness, significance, and intellectual integrity.

2.1.7

2.1.8 Adapt strategies and environments to meet the specific needs of all children, including those with disabilities, developmental delays or special abilities.

IS Plan for and link current developmental and learning experiences & teaching strategies with those of the next educational setting. (CEC 2.1.6)

IS Select intervention curricula and methods for children with specific disabilities including motor, sensory, health, social-emotional, communication, & cognitive disabilities. (CEC 2.1.7)

IS Support and facilitate family and child interactions as primary contexts for learning and development. (CEC 2.1.8)

IS Implement developmentally & functionally appropriate individual and group activities using a variety of formats, including play, environmental routines, parent-mediated activities, small-group projects, cooperative learning, inquiry experiences, and systematic instruction. (CEC 2.1.9)

IS Employ pedagogically sound and legally defensible instructional practices. (CEC 2.1.13)

2.2 Use individuals and group guidance and problem-solving techniques to develop positive and supportive relationship with children, to encourage positive social interaction among children, to promote positive strategies of conflict resolutions, and to develop personal self-control, self-motivation and self-esteem.

IS Select and implement methods of behavior support and management appropriate for young children with special needs, including a range of strategies from less-directive, less-structured methods (e.g., verbal support and modeling) to more-directive, more-structured methods (e.g., applied behavior analysis). (CEC 2.2.1)

2.3 Incorporate knowledge and strategies from multiple disciplines (for example health, social services) into the design of intervention strategies and integrate goals from IEP's into daily activities and routines.

2.4 Establish and maintain physically and psychologically safe and healthy learning environments for children that promote development & learning.

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2.4.1 Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning in group and home settings.

2.4.2 Demonstrate understanding of the developmental consequences of stress and trauma, protective factors and resilience, and the development of mental health, and the importance of supportive relationships.

2.4.3 Implement basic health, nutrition, & safety management practices for young children, including specific procedures regarding childhood illness and communicable diseases.

2.4.4 Use appropriate health appraisal procedures and recommend referral and ongoing follow-up to appropriate community health and social services when necessary.

2.4.5 Recognize signs of emotional distress, child abuse, and neglect in young children and know responsibility and follow procedures for reporting known or suspected abuse or neglect to appropriate authorities.

IS Provide a stimuli-rich indoor and outdoor environment that employs materials, media, and technology, including adaptive and assistive technology. (CEC 2.3.1)

IS Implement nutrition and feeding strategies for children with special needs (CEC 2.3.4)

IS Identify aspects of medical care and methods for care of young children dependent on technology, and implications of medical conditions for child development & family resources, concerns, and priorities. (CEC 2.3.6)

Use the Ohio Department of Education's Competency-Based Models to frame Comprehensive Arts Education, Science, Social Studies, Mathematics, Language Arts and Foreign Language instruction

3.0 Family and community relationships

3.1 Establish and maintain positive, collaborative relationships with families.

3.1.1 Respect parents' choices and goals for children & communicate effectively with parents about curriculum and children's progress.

3.1.2 Involve families in assessing and planning for individual children, including children with disabilities, developmental delays, or special abilities.

3.1.3 Support parents in making decisions related to their child's development and parenting.

IS Implement family services consistent with due-process safeguards (CEC 3.1.7)

3.2 Demonstrate sensitivity to differences in family structures and social and cultural backgrounds.

3.3 Apply family systems theory, knowledge of the dynamics, roles and relationships within families and communities.

3.4 Assist families in identifying their resources, priorities, & concerns in relation to their child's development

and link and/or implement a range of family-oriented services based on identified resources, priorities and concerns

3.5 Collaborate/Consult effectively with other professionals concerned with children and with agencies in the larger community to support children's development, learning, and well-being by the following means:

- apply models of team process in diverse service delivery settings;
- employ various team membership roles;
- identify functions of teams as determined by mandates and service delivery needs of children and families;
- identify structures supporting interagency collaboration, including interagency agreements, referral, and consultation;
- participate as a team member to identify dynamics of team roles, interaction, communication, team building, problem solving, and conflict resolution;
- employ two-way communication skills

IS Evaluate and design processes and strategies that support transitions between and among preprimary, and primary programs. (CEC 3.2.7)

4.0 Assessment and Evaluation

4.1 Select and use culturally unbiased informal and formal assessment strategies to plan and individualize curriculum and teaching practices.

4.1.1 Observe, record and assess young children's cognitive, social- emotional, communication, motor, adaptive and aesthetic development and learning and engage children in self-assessment for the purposes of planning appropriate programs, environments and interactions & adapting for individual differences.

4.1.2 Develop & use authentic, performance-based assessment of child's learning to assist in planning and to communicate with children & parents.

4.1.3 Participate & collaborate as a team member with other professionals & families in conducting family-centered assessments.

4.1.4 Based on the purpose of the assessment being conducted, select, evaluate & interpret formal, standardized assessment instruments and information used in the assessment of children, & integrate authentic classroom assessment data with formal assessment information in compliance with established criteria & standards.

4.1.5 Communicate assessment results and integrate assessment results for others as an active team participant in the development and implementation of IEP goals.

IS Monitor, summarize, and evaluate the acquisition of child and family outcomes as outlined on the IEP. (CEC 4.1.7)

IS Select, adapt, and administer assessment instruments and procedures for specific sensory & motor disabilities. (CEC 4.1.8)

IS Communicate options for programs and services at the next level and assist the family in planning for transition. (CEC 4.1.9)

4.2 Develop & use formative and summative program evaluation, including family input, to ensure comprehensive quality of the total environment for children, families and the community.

Use the Ohio Department of Education's Competency-Based Models to frame assessment.

5.0 Professionalism

5.1 Reflect on their practices, articulate a philosophy and rationale for decisions, continually self-assess and evaluate the effects of their choices and actions on others (young children, parents, and other professionals) as a basis for program planning and modification, and continuing professional development.

5.2 Demonstrate an understanding of conditions of children, families and professionals; current educational, social and medical issues and trends; legal issues; and legislation and other public policies affecting children, families in the fields of early childhood education, early childhood special education and special education.

5.3 Demonstrate an understanding of multiple historical, philosophical, and social foundations for young children with and without special needs, and how these foundations influence current thought and practice.

5.4 Demonstrate awareness of and commitment to the professions' Code of Ethical Conduct.

5.5 Actively seek out opportunities to grow professionally by locating and using appropriate professional literature, research, organizations, resources, and experiences to inform and improve practice.

5.6 Establish and maintain positive, collaborative relationships with colleagues, other professionals and families & work effectively as a member of a professional team.

5.7 Serve as advocates on behalf of young children and their families, improved quality of programs & service for young children and enhanced professional status & working conditions for early childhood educators.

5.8 Demonstrate an understanding of basic principles of administration, organization & operation of early childhood programs, including supervision of staff and volunteers and program evaluation by the following means:

- Employ adult-learning principles in supervising & training other adults;
- Facilitate the identification of staff development needs & strategies for professional growth;
- Apply various models of consultation in diverse settings;
- Provide consultation and training in content areas specific to services for children & families and organization/development of programs; and
- Provide feedback & evaluate performance in collaboration with other adults.

APPENDIX B

EARLY CHILDHOOD TEAMS

Teacher Education and Licensure Standards effective January 1, 1998, created an early childhood arena for professionals teaching **all** children ages three through eight, prekindergarten through grade three. The **early childhood license** is valid for teaching children who are typically developing, at-risk, gifted, and who have mild/moderate educational needs. The **early childhood intervention specialist license** is valid for teaching learners with mild/moderate/intensive educational needs from ages three through age eight, prekindergarten through grade three. The intervention specialist license is designated in the areas of gifted, mild/moderate educational needs, or moderate/intensive educational needs for teaching children ages five through twenty-one, kindergarten through grade twelve. Intervention licenses for visually impaired or hearing impaired learners is valid for children ages three through twenty one, prekindergarten through grade twelve.

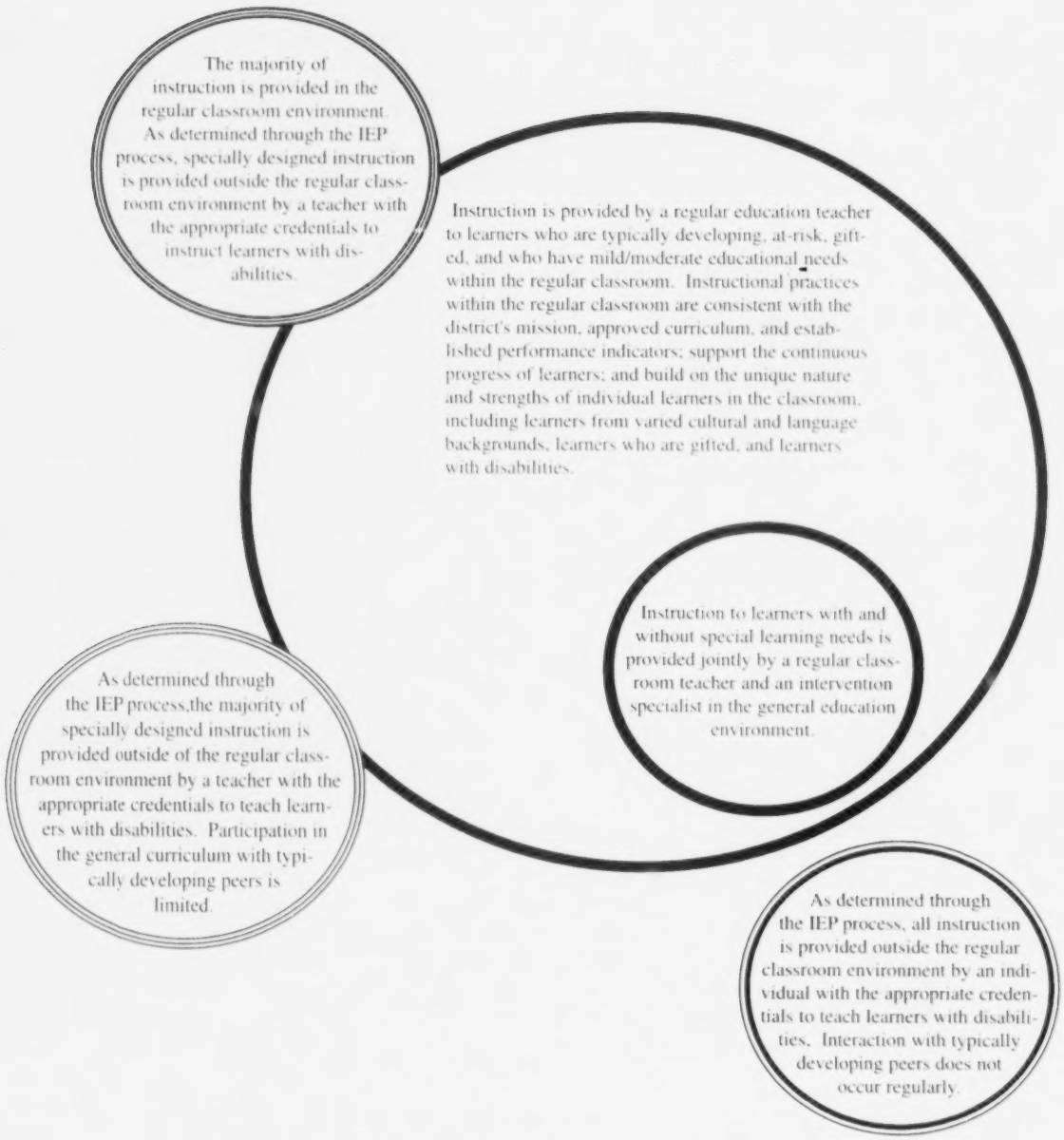
This licensure system sets the stage for a cadre of professionals with complementary skills and shared baseline knowledge to meet the needs of young children with special needs. When a team of professionals and parents come together to determine the least restrictive environment for a child, it is important that the classroom teacher is capable of integrating services for the child (and family) in a typical setting if that is chosen as the least restrictive environment for the child. As the reauthorization of IDEA clearly sets the standards for the involvement of the regular classroom teacher in the development of the IEP, it is essential that professionals with the early childhood license understand the typically developing child as well as those with special needs. Contributions by a team of professionals can provide for a broader base of impact in the education of each young child.

Public Law 105-17 stipulates that a learner's Individualized Education Program (IEP) must include a statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided for the child to advance appropriately toward attaining the annual goals; to be involved and progress in the general curriculum, to participate in extracurricular and other nonacademic activities and to be educated and participate with other children with disabilities and non disabled children. As determined by the IEP team, the specially designed instruction may be provided in the classroom, in the home, in hospitals and institutions, and in other settings.

For example: children with IEPs can be served in a typically developing classroom with itinerant services provided by an early childhood intervention specialist (ages three through eight) or an intervention specialist (ages five through eight for early childhood). By working together with the early childhood professional, a child's needs may be generalized in the natural environment across a wider range of settings yet assuring IEP goals are met. Working as a team with parents to facilitate learning experiences and provide support correlates to the intent of IDEA' s conceptual framework of multiple service providers.

The following diagram illustrates a variety of options for providing instruction in the general curriculum and specially designed instruction.

INSTRUCTION FOR ALL CHILDREN


The majority of instruction is provided in the regular classroom environment. As determined through the IEP process, specially designed instruction is provided outside the regular classroom environment by a teacher with the appropriate credentials to instruct learners with disabilities.
Instruction is provided by a regular education teacher to learners who are typically developing, at-risk, gifted, and who have mild/moderate educational needs within the regular classroom. Instructional practices within the regular classroom are consistent with the district's mission, approved curriculum, and established performance indicators; support the continuous progress of learners; and build on the unique nature and strengths of individual learners in the classroom, including learners from varied cultural and language backgrounds, learners who are gifted, and learners with disabilities.
Instruction to learners with and without special learning needs is provided jointly by a regular classroom teacher and an intervention specialist in the general education environment.
As determined through the IEP process,the majority of specially designed instruction is provided outside of the regular classroom environment by a teacher with the appropriate credentials to teach learners with disabilities. Participation in the general curriculum with typically developing peers is limited.
As determined through the IEP process, all instruction is provided outside the regular classroom environment by an individual with the appropriate credentials to teach learners with disabilities. Interaction with typically developing peers does not occur regularly.

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